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ABSTRACT

Three chapters set forth the regulations of the Washington State Board of Education that relate to teacher preparation and certification. General certification provisions incorporated in chapter WAC 180-75 include rules on: (1) equivalency of standards; (2) appeal procedures; (3) certificate revocation and notification of revocation; (4) certificate validity; (5) certificates required for educational staff; (6) types of certificates; (7) certificate replacement; (8) application for certification and certification fees; (9) educational experience acceptable for certification; (10) citizenship requirements; (11) general requirements; (12) alien permits; and (13) certification of out-of-state personnel. The second chapter, WAC 180-78, on professional preparation programs, presents procedures, standards, and criteria to be used in the development and approval of preparation programs offered by institutions of higher education in Washington leading to teacher, school administrator, and educational staff associate (school specialized personnel) certification. The third chapter, WAC 180-79, describes the various certificates which must be held as a condition of employment in Washington as well as the conditions and procedures governing issuance and retention of those certificates. (JD)

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WASHINGTON TEACHER PREPARATION AND CERTIFICATION REGULATIONS

These three chapters set forth the regulations of the Washington State Board of Education that relate to teacher preparation and certification.

WAC 180-75 General certification provisions are incorporated into this chapter.

WAC 180-78 Procedures, standards, and criteria to be used in the development and approval of preparation programs offered by institutions of higher education in Washington State leading to teacher, school administrator, and educational staff associate (school specialized personnel) certification are included.

WAC 180-79 Various certificates which must be held as a condition of employment in Washington are described as well as the conditions and procedures governing issuance and retention of those certificates.

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Chapter 180–75 WAC
GENERAL CERTIFICATION PROVISIONS

WAC

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180–75–090 Permits.
180–75–100 Certification of out-of-state trained educational personnel—Interstate educational personnel contracts.

WAC 180–75–005 Purpose. The purpose of this chapter is to incorporate into one chapter the general certification provisions to ensure uniform application and interpretation of the various certification rules. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–005, filed 9/1/78.]

WAC 180–75–015 Equivalency of standards. Reasonable flexibility in interpretation of the requirements contained in this chapter and in chapters 180–77, 180–78, and 180–79 WAC may be applied consistent with the intent and spirit of the requirements of the appropriate chapter. Exceptions to specific requirements will be considered. It shall be the responsibility of the superintendent of public instruction or his or her designee to make the final decision concerning approval of any exception. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–015, filed 9/1/78.]

WAC 180–75–020 Appeal—General. Any person who applies for a certificate, particular certificate level or endorsement, certificate renewal, or certificate reinstatement whose application is denied may appeal that decision if he or she follows the procedures established in WAC 180–75–025 through 180–75–030: *Provided*, That the appeal procedure may not be used to seek reinstatement of a certificate if that certificate has been revoked by the superintendent of public instruction.

The appeal procedure consists of two levels, one informal and one formal. The use of the informal level is a condition precedent to use of the formal level. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–020, filed 9/1/78.]

WAC 180–75–025 Appeal procedure—Informal. Any person who desires to appeal the decision to deny his or her application must file a written notice with the superintendent of public instruction within twenty calendar days following the date of mailing from the section of the superintendent of public instruction's office responsible for certification of the decision to deny the application.

The written notice must set forth the reasons why the appellant believes his or her application should have been granted.

Following timely notice of appeal, the superintendent of public instruction or his or her designee shall appoint a review officer who will be someone other than the person or persons who reviewed the application initially.

The review officer shall then:

(1) Review the application and appeal notice and may request further written information including but not limited to an explanation from the person or persons who initially reviewed the application of the reason(s) why the application was denied.

(2) If he or she deems it advisable, schedule an informal meeting of the appellant, the person or persons who denied the application initially, and any other interested parties designated by the reviewing officer, to receive oral information concerning the application. Any such meeting must be held within thirty days of the date of receipt by the superintendent of public instruction of the timely-filed appeal notice.

(3) Place in the mail a written decision on the appeal within forty-five days from the date of receipt of the timely-filed appeal notice by the superintendent of public instruction. The reviewing officer may uphold, reverse, or modify the decision to deny the application. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–025, filed 9/1/78.]

WAC 180–75–030 Appeal procedure—Formal process. (1) Any person who has filed an appeal in accordance with WAC 180–75–020 and desires to have the denial of his or her application reviewed further may do so if the reviewing officer has not reversed the decision to deny the application. To instigate review under this section, a person must file a written notice with the state board of education within twenty calendar days following the date of mailing of the review officer's decision.

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(2) For purposes of hearing an appeal under this section, the state board of education shall designate hearing examiners, the superintendent of public instruction, acting on behalf of the state board of education, shall select a hearing examiner to hear a particular appeal. Decisions in cases formally appealed by applicants pursuant to this section are to be made by the hearing examiner selected by the superintendent of public instruction, in conformance with the provisions of the code reviser's rules of procedure (chapter 1-08 WAC) and the administrative procedure act (chapter 34.04 RCW).

The appeal shall be conducted pursuant to chapter 180-08 WAC and chapter 34.04 RCW. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-030, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-030, filed 9/1/78.]

WAC 180-75-035 Certificate revocation. The state board of education considers it to be the professional obligation of each school district superintendent or nonpublic school administrator and each educational service district superintendent to file a written complaint with the superintendent of public instruction pursuant to RCW 28A.70.160 against any certificated employee who:

(1) Has committed or is guilty of (a) immorality, (b) a violation of written contract, (c) intemperance, (d) a crime against the law of the state, or (e) an act of unprofessional conduct that is of a nature which may justify the revocation of the individual's certificate to be employed in the schools; or

(2) Has been convicted of any crime involving the physical neglect of children, injury of children (excepting possible motor vehicle violations) or the sexual abuse of children.

Upon receipt of any such written complaint, that section within the office of the superintendent of public instruction having responsibility for certification shall investigate the complaint. If sufficient cause for revocation of the individual's certificate(s) is believed to exist, the section shall present the case before the superintendent of public instruction. The superintendent of public instruction may appoint a hearing examiner and/or legal counsel to assist the superintendent in hearing the case. The hearing shall be conducted pursuant to chapter 180-08 WAC and chapter 34.04 RCW.

The superintendent of public instruction or his or her designee shall withhold or withdraw certification of an individual from another state whose certificate has been revoked in such state.

In accordance with RCW 28A.70.180 an individual may become eligible to receive a certificate after a period of one calendar year from the date of revocation. The superintendent of public instruction or his or her designee shall consider the application of an individual whose certificate has been revoked and, based upon application and such other information as deemed appropriate, determine whether a certificate shall be issued. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 79-06-049 (Order 5-79), § 180-75-035, filed 5/22/79; Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-035, filed 9/1/78.]

WAC 180-75-040 Notification of revocation of certificates. The office of the superintendent of public instruction shall notify all other states that a certificate has been revoked and shall provide the full name and certificate number to the agency responsible for certification in each state. A notice of revocation of a certificate may be made to educational agencies within the state of Washington. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-040, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-040, filed 9/1/78.]

WAC 180-75-045 Certificate validity. Any certificate issued pursuant to chapters 180-77 or 180-79 WAC shall entitle the holder thereof to be employed by a public or nonpublic school for the performance of duties encompassed by the certificate until such certificate expires or is revoked. A certificate which is issued to an individual who does not meet all requirements set forth in this chapter and chapters 180-79 or 180-80 WAC is null and void. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-045, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-045, filed 9/1/78.]

WAC 180-75-050 Certificate required. Persons serving as teachers in public or private schools or as principals or educational staff associates in public schools and in vocational positions as established by chapter 180-77 WAC shall hold certificates authorized by the state board of education for service in the respective roles. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-050, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-050, filed 9/1/78.]

WAC 180-75-055 Types of certificates. Four types of certificates shall be issued:

(1) Teacher. The teacher certificate authorizes service in the primary role of classroom teaching.

(2) Administrator.

(a) The administrator certificate endorsed "principal" authorizes services as a building administrator or vice principal.

(b) The administrator certificates endorsed "superintendent" or "program administrator" will be issued to persons who have completed state board of education approved preparation programs for service in the roles of district administrator, administrative staff, and program administrator.

(c) The superintendent and program administrator certificates are not required.

(3) Educational staff associate. The educational staff associate certificate authorizes service in roles of specialized assistance to the learner, the teacher, the administration and the educational program. Included as educational staff associates shall be communication disorders specialists, counselors, school nurses, occupational therapists, physical therapists, psychologists, social workers, and reading resource specialists.

(4) Vocational. The vocational certificate authorizes service in vocational instruction in accordance with the provisions of chapter 180-77 WAC. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-055, filed 9/1/78.]

WAC 180-75-060 Certificate replacement. The superintendent of public instruction shall issue a replacement certificate to any person who files an application, pays the appropriate certification fee, and verifies by signature that the original certificate has been lost or destroyed or that a legal name change has occurred. [Statutory Authority: RCW 28A.04.120, chapters 28A-.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-060, filed 9/1/78.]

WAC 180-75-061 Application for certification. An individual who completes a state board of education approved preparation program in Washington state and is, thereby, eligible to apply for a Washington state certificate must apply for such certificate within twelve calendar months after completion of the approved program. Provisions of WAC 180-79-060(2) and 180-79-065(1) relative to length of validity, lapse, renewal and reinstatement of the initial certificate shall apply twelve calendar months after completion of the approved program whether or not the individual has made application for an initial certificate. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-061, filed 6/2/80.]

WAC 180-75-065 Fee for certification. (1) In accordance with provisions of RCW 28A.70.110 and 28A-.71.100, the fee for any certificate which is valid for more than one year, or for renewal or reinstatement of such certificate, or for an additional endorsement to such certificate, issued by authority of the state of Washington and authorizing the holder to serve in the common schools of the state, shall be fifteen dollars: *Provided*, That the fee for all vocational certificates shall be one dollar.

(2) The fee for any other certificate/credential, or for any renewal thereof, issued by the authority of the state of Washington and authorizing the holder to serve in the common schools of the state, shall be one dollar.

(3) Officials authorized to collect certification fees are educational service district superintendents, local school district superintendents, deans and directors of education at colleges and universities, and designees of program units. The fee must accompany the application for a certificate and shall be transmitted by the receiving district, college or university, or program unit designee at least quarterly to the educational service district within which the application is filed for disposition in accordance with provisions of RCW 28A.70.110. The fee shall not be refunded unless the application is withdrawn before it is finally considered by the superintendent of public instruction or his or her designee. Moneys accrued from certification fees within the boundaries of an educational service district shall be divided in the following manner:

(a) Local school districts employing more than one hundred teachers and other professional staff and collecting certification fees may retain one dollar of each fee in order to hold a professional training institute. If such district does not hold an institute all such moneys shall be placed to the credit of the educational service district.

(b) No less than fifty percent of the funds accruing within the boundaries of an educational service district shall be used to support program activities related to state-wide precertification professional preparation and evaluation.

(c) The remaining funds shall be used to support professional inservice training programs and evaluations thereof. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-065, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-065, filed 9/1/78.]

WAC 180-75-070 Use of fee for certification. (1) Certification fees will be used solely for precertification professional preparation, professional inservice training programs, teachers' institutes and/or workshops, and evaluations thereof in accordance with this chapter.

(2) Precertification professional preparation:

(a) A subcommittee of the state professional education advisory committee as established in WAC 180-78-015 shall assist the superintendent of public instruction in administration of precertification program funds by annually establishing priorities and procedures for distribution of funds available for precertification activities. The primary utilization shall be to support collaborative efforts essential to program development, program evaluation and assessment of candidates' entry and exit competency.

(b) Funds set aside for precertification shall not supplant funds already available to any participating agency.

(c) A single educational service district shall be designated to administer the funds allocated for precertification programs. The designated educational service district shall be permitted to retain up to five percent of the precertification fees for costs related to administering these funds.

(d) Each quarter every educational service district shall forward the moneys designated for precertification

programs to the educational service district designated to administer such programs.

(3) Professional inservice training programs and teachers' institutes and/or workshops:

(a) Each educational service district, or cooperative thereof as specified in subparagraph (d) of this subsection, shall establish an inservice committee composed of an educational service district representative; at least one district superintendent; one principal; one educational staff associate; one elementary, one junior high and one senior high teacher; one representative from the elementary or secondary level of private schools within the educational service district; and one representative selected by the chief administrative officer responsible for professional education from a college/university having a state board of education approved teacher education program. Teacher representatives shall be selected by agreement among the presidents of the local education associations within the respective educational service district or cooperative thereof.

(b) The educational service district representative shall serve as chairperson of the inservice committee and provide liaison with the superintendent of public instruction and the state board of education.

(c) The inservice committee will be responsible for coordinating inservice/staff development model programs within the educational service district and shall submit to the superintendent of public instruction and the state board of education a plan for soliciting and selecting model programs which shall include procedures for conducting needs assessments, determining priorities and carrying out program evaluation.

(d) Cooperative agreements may be made among educational service districts to provide quality inservice education programs.

(e) Funds designated for inservice programs shall not supplant funds already available for such programs.

(4) Allowable expenditures. Funds may be used to support costs related to training, such as the payment of professional contractual services, per diem, travel costs, materials, printing, or released time. Nonallowable costs, except when approved in advance by the superintendent of public instruction or his or her designee, are college/university tuition and fees and the rental or purchase of facilities or equipment.

(5) Annual reporting. The superintendent of public instruction shall prepare and present to the state board of education an annual report concerning the use of certification fees for precertification and inservice activities. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80–06–129 (Order 8–80), § 180–75–070, filed 6/2/80; 79–06–049 (Order 5–79), § 180–75–070, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–070, filed 9/1/78.]

WAC 180–75–075 Educational experience acceptable for certification. (1) Experience for obtaining, maintaining and renewing certification. To satisfy experience requirements for obtaining, maintaining and renewing a certificate, an individual must complete experience in an educational setting as defined in WAC 180–79–010 or as authorized for a vocational certificate in chapter 180–77 WAC.

(2) Any year during which an individual unsuccessfully completes a probationary period and has been discharged or nonrenewed in accordance with RCW 28A.67.065 and 28A.67.070 shall not be considered a year of experience for purposes of obtaining, maintaining or renewing a certificate. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80–06–129 (Order 8–80), § 180–75–075, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–075, filed 9/1/78.]

WAC 180–75–080 Citizenship requirements—Alien permits—Teachers only. No person who is not a citizen of the United States of America shall be permitted to teach in the common schools of this state: *Provided*, That the superintendent of public instruction may grant an alien a permit pursuant to WAC 180–75–090: *Provided further*, That after a one–year probationary period the superintendent of public instruction, at the written request of the superintendent or his or her designee, or the school organization which employed such person on a permit, may grant to an alien who is otherwise qualified as determined by the superintendent of public instruction or his or her designee a certificate for which the applicant is otherwise qualified under this chapter. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 79–06–049 (Order 5–79), § 180–75–080, filed 5/22/79; Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–095 (Order 10–78), § 180–75–080, filed 9/1/78.]

WAC 180–75–085 General requirements—Teachers, administrators, educational staff associates. The following requirements are to be met by candidates for certification as teachers, administrators, or educational staff associates:

(1) Age. No person who is less than eighteen years of age shall receive a certificate to serve in the public or nonpublic schools of Washington state.

(2) Character. Applicants for certificates in Washington state must give evidence of good moral character, personal fitness, and no convictions for crimes involving the physical neglect of children, physical injury of children (excepting possible motor vehicle violations), or sexual abuse of children as verified by a signed affidavit: *Provided*, That the superintendent of public instruction may issue an emergency certificate pursuant to WAC 180–79–230 to an applicant who is on parole or probation.

(3) Competency. A candidate for certification shall demonstrate knowledge and skill in the areas specified by the state board of education as minimum generic standards for the respective certificate type and level set forth in WAC 180–79–130 through 180–79–210.

(4) Academic. A candidate for certification shall have successfully completed an approved program or have qualified under WAC 180–75–100 and/or 180–79–245

through 180-79-250: *Provided*, That no more than five quarter hours of correspondence credit shall be acceptable toward continuing level certification.

(5) Experience. All candidates for continuing level certification shall have completed three years of certificated service in the respective role in an educational setting.

(6) Probationary status. A certificate shall not be issued to any candidate who is in a probationary status as defined in RCW 28A.67.065 as teacher, educational staff associate, or administrator at the time of application for a certificate.

(7) Program completion. A candidate for an initial or continuing certificate shall provide verification that he/she has completed an approved preparation program.

Subsections (3), (4) and (5) of this section shall not apply to vocational certificates. Vocational certificates are issued under academic and experience requirements set forth in chapter 180-77 WAC. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 79-06-049 (Order 5-79), § 180-75-085, filed 5/22/79; Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-085, filed 9/1/78.]

WAC 180-75-090 Permits. (1) Alien permits.

(a) Alien permits may be issued under this section to aliens who have declared their intent to become citizens of the United States of America, have filed an application for a permit, and who have completed all requirements for a certificate: *Provided*, That the issuance of a permit does not in and of itself entitle the individual to be otherwise certificated.

(b) An alien permit is valid for a term equivalent to the period of validity of the certificate for which it is issued. Aliens seeking renewal or reinstatement of alien permits must comply with requirements specified in WAC 180-79-065: *Provided*, That for vocational permits, aliens seeking renewal or reinstatement must comply with the requirements of chapter 180-77 WAC.

(2) Temporary alien permits. A temporary alien permit to serve as an exchange teacher and valid for one academic year may be issued to nonimmigrant aliens who have filed an application for a permit, have complied with conditions prescribed in RCW 28A.67.020, and have training and experience which at a minimum are equivalent to standards for the initial teaching certificate as set forth in this chapter.

(3) General permits.

(a) Permits may be issued under this section to those persons who have filed an application for a certificate; who have completed all requirements for provisional, initial, standard, or continuing certification; and who have accepted or are being considered for employment requiring a permit or certificate pursuant to RCW 28A.67.010.

(b) The issuance of a permit does not in and of itself entitle the individual to be otherwise certificated.

(c) An individual may apply for a permit directly to the superintendent of public instruction: *Provided*, That in the case of an individual completing requirements for certification in a Washington state institution of higher education the request may also be made to that institution.

(d) A permit entitles the holder to serve as a teacher, educational staff associate or administrator consistent with the qualifications on his/her permit.

(e) A permit is valid for ninety consecutive calendar days commencing with the date following the date of issuance and is not renewable.

(4) Issuing authority. The superintendent of public instruction shall issue all permits and provide institutions of higher education with forms and instructions relevant to application for a permit. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-090, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-090, filed 9/1/78.]

WAC 180-75-100 Certification of out-of-state trained educational personnel—Interstate educational personnel contracts. The superintendent of public instruction is authorized to enter into interstate educational personnel contracts with states party to the interstate agreement on qualifications of educational personnel in accordance with provisions of RCW 28A-.93.010 and 28A.93.020 which authorize on an interstate basis Washington state certification of persons of other states having preparation and qualifications comparable even though not identical to Washington state board of education standards. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-129 (Order 8-80), § 180-75-100, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-100, filed 9/1/78.]

Chapter 180–78 WAC
PROFESSIONAL PREPARATION PROGRAM DEVELOPMENT AND APPROVAL

WAC

180–78–005 Purpose.
180–78–010 Definition of terms.
180–78–015 Professional education advisory committee.
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180–78–027 Approval—General.
180–78–030 Agencies to be involved in program development.
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180–78–040 Program approval—Procedures for site visits.
180–78–045 Annual reports.
180–78–050 Program approval standards and criteria.
180–78–055 Program approval—Length of approval.
180–78–057 Approval of courses applicable to certification.
180–78–060 Preparation of superintendents.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180–78–020 Equivalency of standards. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–069 (Order 5–78), § 180–78–020, filed 5/26/78.] Repealed by 78–09–096 (Order 12–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

WAC 180–78–005 Purpose. The purposes of this chapter are to implement RCW 28A.04.120(1) and (2) and to establish the procedures, standards, and criteria to be used in the development and approval of preparation programs offered by institutions of higher education in Washington state leading to teacher, school administrator and school specialized personnel (educational staff associates) certification. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–069 (Order 5–78), § 180–78–005, filed 5/26/78.]

WAC 180–78–010 Definition of terms. The following definitions shall be used in this chapter:

(1) "Accreditation" shall mean a process whereby a preparation program is reviewed and determined by an accrediting agency to meet prespecified standards. Programs may be accredited by states, regional accrediting associations, or national professional organizations such as the national council for accreditation of teacher education (NCATE) or the national association of state directors of teacher education and certification (NASDTEC). Such accreditation shall not replace state board of education program approval in Washington state.

(2) "Agency" shall mean those groups, entities, associations, and the like recognized in WAC 180–78–030 as having a legitimate interest in the development of preparation programs.

(3) "College or university" shall mean any baccalaureate degree granting Washington institution of higher learning or cooperative group of such institutions which has or develops professional programs of preparation in education which are submitted to the state board of education for approval.

(4) "Cooperation" shall mean the act of working together in a participatory mode.

(5) "Endorsement" shall mean a specification placed on a certificate to indicate the subject matter field, grade level and/or specialization for which the individual is prepared to teach or serve as an administrator or educational staff associate.

(6) "General professional organization" shall mean the professional organization determined in accordance with election procedures defined in RCW 41.59.070 or a cooperative group of such employee representative organizations.

(7) "Interstate compact" shall mean the contractual agreement among several states authorized by RCW 28A.93.010 and 28A.93.020 which facilitates interstate reciprocity and guarantees graduates of institutions having approved programs in such states regular beginning certification in any state party to the compact.

(8) "Minimum generic standards" shall mean those basic areas of knowledge and skill adopted by the state board of education as essential to a given professional role.

(9) "Program approval" shall mean the approval by the state board of education of a preparation program within Washington state.

(10) "Program development" shall mean the cooperative process employed to identify program outcomes and experiences essential to program approval.

(11) "Program outcomes" shall mean the explicit objectives of preparation programs stated in terms of knowledge, skill, and performance.

(12) "Program unit" shall mean a group of cooperating agencies in Washington state, the specific membership and form of which shall be established by the participating members. Any such unit must include at least one college/university, one school organization, and one general or specialized professional organization.

(13) "School organization" shall mean any public or nonpublic school system or district or cooperative group of such organizations.

(14) "Site visit" shall mean the process of an on–site review of preparation programs conducted pursuant to WAC 180–78–035 and 180–78–040.

(15) "Specialized associations" shall mean the statewide professional organization(s) recognized by the state board of education as having legitimate interest in the preparation of a respective professional role. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–096 (Order 12–78), § 180–78–

010, filed 9/1/78; 78-06-069 (Order 5-78), § 180-78-010, filed 5/26/78.]

WAC 180-78-015 Professional education advisory committee. The superintendent of public instruction shall establish a professional education advisory committee to advise the superintendent and the state board of education relative to preparation and certification matters and to participate in the review of preparation programs. The committee shall be comprised of no less than twenty-six regular members representing colleges and universities, specialized and general professional associations, school district administrators, boards of directors, nonpublic schools, and other business and lay organizations having interest in the preparation and certification of school personnel. [Statutory Authority: RCW 28A-.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-069 (Order 5-78), § 180-78-015, filed 5/26/78.]

WAC 180-78-025 Program approval. Compliance date. All programs leading to certification offered in Washington state to prepare teachers, administrators, and school specialized personnel shall be approved under this chapter no later than September 1, 1983. [Statutory Authority: RCW 28A.04.120 and 28A.70.005. 81-12-024 (Order 6-81), § 180-78-025, filed 6/1/81. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-069 (Order 5-78), § 180-78-025, filed 5/26/78.]

WAC 180-78-027 Appeal—General. Any college or university that applies for program approval, whose approval is denied, or who disagrees with the stipulations of the approval granted, may appeal such decisions to the state board of education.

The appeal procedures shall be as follows: The college or university must file a written note of appeal with the state board of education within twenty calendar days after the date on which the state board of education took formal action regarding the approval status of the college or university. The written notice must set forth the applicant's reasons for appeal.

Following timely notice of appeal, the superintendent of public instruction or his or her designee may hear the case or select a hearing examiner. Decisions in cases formally appealed by applicants pursuant to this section are to be made by the hearing examiner selected by the superintendent of public instruction, in conformance with the provisions of the code reviser's rules of procedure (chapter 1-08 WAC) and the administrative procedure act (chapter 34.04 RCW).

The appeal shall be conducted pursuant to chapter 180-08 WAC and chapter 34.04 RCW. [Statutory Authority: RCW 28A.04.120 and 28A.70.005. 81-12-024 (Order 6-81), § 180-78-027, filed 6/1/81.]

WAC 180-78-030 Agencies to be involved in program development. Agencies recognized as having a legitimate interest in the development of preparation programs shall be involved in a program unit and are set forth below. The chief administrative officer or designee of such agencies shall be asked to identify representatives to participate in the program unit and to clarify the representative's authority in acting on behalf of the agency.

(1) Agencies which shall be involved in any program unit are:

(a) School organization. The school organization representative shall represent the interests of the board of directors and school administration and shall have the responsibility for seeking input for program development from students, parents, and interested citizens.

(b) College or university. The chief administrator for professional preparation in education as designated by the college or university president shall represent the college or university interests and shall be responsible for seeking input for program development from faculty in education and other departments, students, and interest groups of the college or university.

(2) Any program unit involved with teacher education programs shall include the general professional organization whose representative shall represent the interests of teachers and who shall have the responsibility for seeking input for program development from those specialized and subject matter associations not represented in the program unit.

(3) Any program unit involved with administrator preparation programs shall include representation from the respective specialized association as noted:

(a) Superintendent—Washington association of school administrators (WASA);

(b) Principals—Association of Washington school principals (AWSP);

(c) Program administrators—Washington association of school administrators (WASA); the representative shall be serving in a program administrator's role and shall hold membership in one of the specialized associations that represent curriculum and/or supervisory personnel.

(d) The Washington council for private education (WCPE) shall provide input from the nonpublic school sector in matters relative to preparation of principals, program administrators, and superintendents.

The specialized association representative shall have the responsibility for seeking input from the general professional organization and other specialized and subject matter associations.

(4) Any program unit involved with educational staff associate preparation programs shall include representatives from the respective specialized association as noted:

(a) Communication disorders specialist—Washington speech and hearing association (WSHA);

(b) Counselor—Washington school counselor association (WSCA);

(c) Occupational therapist—Washington occupational therapy association (WOTA);

(d) Physical therapist—Pediatric special interest group of the Washington state physical therapy association (WSPTA);

(e) Psychologist—Washington association of school psychologists (WASP);

(f) Reading resource specialist—International reading association (IRA);

(g) School nurse—School nurse organization of Washington (SNOW);

(h) Social worker—Washington association of school social workers (WASSW).

The specialized association representative shall have the responsibility for seeking input from the general professional organization and other specialized and subject matter associations.

(5) A program unit may elect to include both the general professional association and the specialized association.

(6) Community colleges shall participate in a program unit only in cooperation with a four–year institution which has a state board of education approved preparation program. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–069 (Order 5–78), § 180–78–030, filed 5/26/78.]

WAC 180–78–035 Program approval process. The program approval process shall include the following:

(1) Each college or university shall file with the state board of education for review a written description of its program unit(s) and its program(s), including course titles, outcomes required of candidates, and the means for achieving those outcomes.

(2) A site visit shall be conducted.

(a) Established programs. Each five years or more often if deemed necessary by the state board of education, a select team of persons representing school administrators, college faculty, general and specialized professional organizations, and the professional education advisory committee as established in WAC 180–78–015 shall conduct on–site visits to review programs, offer constructive assistance, and make recommendations concerning continued program approval to the state board of education: *Provided*, That an on–site review by the superintendent of public instruction or his or her designee shall not be required when the program change is limited to the subject matter major or specialization to be endorsed on a teaching certificate.

(b) New programs. All new professional preparation programs shall be reviewed on site.

(3) The program of study required in selected subject matter fields for which teaching certificates are endorsed will be reviewed in depth during each evaluation.

(4) Following the site visit, the team shall prepare a preliminary report to be submitted to the state board of education; the report shall include specific findings and recommendations relative to approval.

(5) Following state board of education action, a written report, including the approval status and the length of program approval, if so approved, shall be sent to the college or university responsible.

The report shall reflect the combined assessment of the visiting team to the extent the report is adopted by the state board of education. It shall include specific recommendations for program development together with data and evidence on which such recommendations are based and specific conditions or contingencies which are to be addressed during the interim prior to the next program review, as well as any independent recommendations of the state board of education.

(6) Subsequent to the site visit, the program unit will report in the time and manner specified in the site visit report on the progress underway to respond to recommendations offered in the site visit report.

(7) Between site visits any change in preparation programs relevant to the standards for program approval set forth in WAC 180–78–050 or planned changes affecting certificate endorsement shall be reported to the state board of education and the superintendent of public instruction. Any planned program changes shall be consistent with provisions of this chapter.

(8) Each year a list of programs to be reviewed will be published and distributed by the superintendent of public instruction. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–069 (Order 5–78), § 180–78–035, filed 5/26/78.]

WAC 180–78–040 Program approval—Procedures for site visits. The following procedures will be followed in arranging for and conducting site visits:

(1) The superintendent of public instruction or his or her designee will contact the college or university responsible for the program(s) one year prior to the year in which a visit is required. Program approval standards and guidelines will be presented and dates established.

(2) The following documentation shall be prepared by the college or university with assistance of the program unit:

(a) A statement which reflects current philosophy and objectives as they pertain to professional preparation.

(b) A list of all professional education programs offered indicating areas of concentration (grade levels and subject–matter fields) in which endorsements are made.

(c) A general description of the programs in teacher education, administrator preparation, educational staff associate preparation and any teaching major program which is to be reviewed in depth. The general description shall include the historical development of programs, the kinds of field experiences available and any new program elements or directions.

(d) A statement identifying future goals and directions of the professional preparation program(s).

(e) A listing of faculty which includes information about the education, experience, and current assignment of all full and part time faculty and field personnel who participate in the program.

(f) A description of the procedure and basis for program decisions and how recommendations are gained from academic departments, students, and the field.

(g) Statistics related to program enrollments, certification, and placement.

(h) A statement summarizing action taken to respond to recommendations made following the previous program review and site visit.

(i) A copy of the bylaws or operating procedures of each program unit.

(3) A staff member of the superintendent of public instruction shall visit the program unit at least eight

weeks prior to the site visit to review documentation, identify areas for focus of the site visit, and develop a tentative agenda.

(4) Sufficient copies of documentation required in WAC 180–78–040(2) shall be submitted to the superintendent of public instruction at least six weeks prior to the visit.

(5) A site visit team which shall act on behalf of the state board of education will be identified by the superintendent of public instruction or his or her designee with membership selected on the basis of expertise needed for a particular visit. At least one representative from the following groups shall be included on all teams: Colleges or universities, school organizations, general and specialized professional organizations. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–069 (Order 5–78), § 180–78–040, filed 5/26/78.]

WAC 180–78–045 Annual reports. (1) An annual report shall be filed with the state board of education by each college or university having an approved preparation program.

(2) The report shall summarize activities of the program, provide statistical information relative to enrollments, and any other data or information about the professional preparation programs requested by the superintendent of public instruction or state board of education.

(3) The superintendent of public instruction or his or her designee shall summarize information and data collected and prepare a comprehensive annual report for the state board of education. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–069 (Order 5–78), § 180–78–045, filed 5/26/78.]

WAC 180–78–050 Program approval standards and criteria. (1) Cooperation.

(a) Standard: Programs of preparation are developed with the cooperation of a program unit.

(b) Criteria:

(i) Documentation provides evidence acceptable to the site visit team and the state board of education that:

(A) The chief administrative officer of each agency was contacted and appointed a representative to the program unit whose authority to act in behalf of the agency is stated in writing; or

(B) A recommendation was forwarded to the superintendent of public instruction for comment and then to the state board of education signed by the chief administrative officers of each agency requesting that an exception be made to this program approval standard; documentation sets forth the reasons for the request; and documentation verifies that the exception was granted by the state board of education.

(ii) Bylaws or operating procedures have been written, adopted and implemented.

(iii) Meetings of the program unit, its subcommittees and/or task forces are held on a regular basis and minutes of activities and actions are maintained.

(iv) A college or university coordinates cooperation, involvement, and activities among agencies in the program unit under a written procedure explaining how each agency gains input.

(v) Governing boards of agencies which participate in the program unit contribute human and material resources to the program as feasible.

(2) Program management.

(a) Standard: Responsibilities are clearly assigned to individuals, groups, and/or committees for program development, implementation, and evaluation.

(b) Criteria:

(i) The college or university shall notify the state board of education and the superintendent of public instruction of the formation of a program unit; the membership; the specialization, subject matter, and/or grade level focus of the proposed programs; and its timeline for program development.

(ii) Responsibilities are assigned for selection; advising and counseling; maintaining records regarding the student's program and progress; supervision and evaluation of candidates; and verifying that certification requirements have been met and the preparation program has been completed.

(iii) Persons who will instruct, evaluate, or supervise candidates are identified; descriptions of their roles, responsibilities, and loads are written; and their activities are consistent with the written role description.

(iv) Documentation contains a written explanation of policy–making, program development, and program management processes and responsibilities.

(v) Review of certification records verifies that the records are accurate.

(vi) The need for any new program, new program emphasis, or certificate endorsement is established and evidence of need exists including statistics relative to supply and demand; professional development needs of individuals or the education community; new curriculum or instructional directions in the common schools; and changes in enrollments and staffing ratios and patterns.

(vii) A schedule and outline have been completed relative to development and implementation of the program; decision–making points are identified; and individuals, agencies, or committees responsible for such tasks and decisions are specified.

(viii) Data are collected and available relative to the effectiveness of the management system, including identification of problem areas and procedural elements.

(ix) Responsibility for reporting program changes to the superintendent of public instruction and state board of education is assigned.

(3) Program outcomes.

(a) Standard: At a minimum the program includes academic and experience requirements set forth in chapter 180–79 WAC for the respective role(s) and specifies in writing the knowledges and skills the person will possess and demonstrate when he or she completes the program, including the state board of education minimum generic standards.

(b) Criteria:

(i) All minimum generic standards for certification established by the state board of education are addressed

in learning experiences and are included among the program outcomes. A relationship exists between field and didactic learning experiences and program outcomes.

(ii) Relevant standards of the national association of state directors of teacher education and certification, the national council for accreditation of teacher education and/or standards of specialized associations and scholarly societies are referred to as guides in identifying program outcomes: *Provided,* That the superintendent of public instruction or his or her designee shall present to the state board of education for approval any standards of specialized associations and scholarly societies which will be used to supplement the standards set forth herein for assessment of program outcomes.

(iii) Degrees of proficiency required for program outcomes are clearly differentiated between the initial and continuing certificate levels.

(iv) Faculty, students and field supervisors know the program outcomes required of candidates.

(v) Program outcomes are stated in terms which make evaluation by supervisors and instructors possible.

(vi) Knowledge and skills related to continuing education and professional development are included in program outcomes.

(vii) All courses or offerings applicable to certification delivered off–campus meet the "State Board of Education Standards for Off–Campus Courses/Offerings in Education" adopted by the state board of education.

(4) Selection and retention.

(a) Standard: Criteria and requirements to be used in selecting candidates for admission to the preparation program are explicit and practices relevant to retention of candidates are specified.

(b) Criteria:

(i) Selection criteria and the process used to screen and admit candidates are written.

(ii) Selection criteria are relevant to attainment of program outcomes.

(iii) A clearly written process exists for counseling and advising students about supply and demand; progress and retention in the program; and supervision and evaluation relative to academic, experience and generic standards.

(iv) Selection and retention procedures and criteria do not discriminate on the basis of race, ethnic group, sex, age, handicapping conditions, color or religion.

(v) Specific standards exist relative to retention in the program.

(vi) Written procedures exist for appeal of decisions within the college or university relative to admission or retention in the program.

(vii) Admission requirements to the professional preparation programs include evidence that the candidate is competent in the basic skills required for oral and written communication and computation.

(viii) The program identifies the specific requirements which shall pertain for purposes of renewal of the initial certificate.

(5) Individualization.

(a) Standard: Programs recognize individual differences in terms of learner rate and style. Alternative learning experiences appropriate to such differences are available.

(b) Criteria:

(i) Procedures for assessing individual assets and needs are clearly defined.

(ii) Opportunities for planning alternate preparation experiences are available to students.

(iii) Learning experiences are designed to provide for social–cultural–economic differences among candidates.

(iv) Appropriate individualized learning opportunities are provided to those students identified as possessing special assets and needs as determined through a variety of assessment procedures.

(v) Individual differences in learning style are recognized and as feasible alternative learning opportunities are provided.

(vi) When appropriate and feasible, learning opportunities provide for differences in learning rate by variations in training time.

(6) Field experience.

(a) Standard: Field experiences are provided as required in WAC 180–79–115, 180–79–120, and 180–79–125 and are designed to correlate with specified program outcomes.

(b) Criteria:

(i) A sequence of field experiences is offered in the preparation program including opportunities for observation, tutoring, micro–teaching and extended practicum, student teaching, and/or internship experiences in educational settings.

(ii) Appropriate clinical and laboratory experiences are available to persons being prepared in specializations requiring practice under supervision in settings in addition to educational settings.

(iii) Written agreements exist between the college or university and the field sites which specify the role of agencies and the responsibilities and contributions each will make to the field program.

(iv) Field experiences provide opportunities for candidates to observe and participate in educational settings having varied organizational structures, ethnic populations, age groups, socio–economic characteristics, and curricular and instructional programs.

(v) Field experiences are designed to address the minimum generic standards established by the state board of education and to integrate theory and practice.

(vi) Criteria for selecting sites and for selecting field personnel are specified.

(vii) Criteria and procedures to be used in assigning students to field settings are identified; provisions are made for changes in assignments in circumstances where problems exist.

(viii) The responsibilities and authority of college supervisors and field personnel are specified in writing in relation to instruction, observation, evaluation, and grading.

(ix) Written materials are provided to field personnel which make explicitly their responsibilities and the program outcomes to be experienced, demonstrated, and evaluated in the field setting.

(x) Field personnel serving as supervisors are oriented to their responsibilities, and training is provided to assist

them in implementing and evaluating those elements of the program for which they share responsibility with the college or university supervisors.

(xi) College or university supervisors have scheduled contact and communication with field personnel.

(7) Supervision.

(a) Standard: Provision exists in the program for ongoing evaluation and for constructive supervision emphasizing the developmental nature of the preparation process.

(b) Criteria:

(i) A schedule exists which ensures that each candidate receives regular assessment and feedback relative to knowledge, skill, and performance.

(ii) Results of assessment and evaluation are used as a basis for developing further didactic, field, and/or clinical experiences.

(iii) Criteria exist and are used for selecting field personnel and college or university personnel who will provide supervision; criteria include knowledge, skill and experience requirements.

(iv) Orientation and training are offered for all supervisory personnel including college and university supervisors.

(v) Records of observations, evaluations, and suggested learning experiences are maintained for each student in the preparation program.

(vi) College personnel providing supervision of field experiences and instructing techniques and methods courses have had experience in an educational setting in grades K-12.

(8) Options.

(a) Standard: Program units are encouraged to employ alternative methods for developing programs and implementing professional preparation.

(b) Criteria:

(i) Documentation shall identify unique features or approaches used in implementing program principles or meeting program approval standards and provide a rationale for variation in the latter instance.

(ii) Innovative and experimental programs or program components are based on validated research and theory.

(iii) Alternative approaches are appropriate to institutional and program characteristics and program emphases and objectives.

(9) Resources.

(a) Standard: Resources are of the quantity and quality necessary for meetings of the program unit and for implementation of the program as approved by the state board of education.

(b) Criteria:

(i) Documentation shall specify activities of the program unit and the availability of resources to support those activities. Documentation shall also specify elements of the program which require resources and resources available for specific needs.

(ii) Documentation and data relevant to funding, personnel, facilities, material, and equipment are available for review.

(iii) Member agencies in the program unit have set forth in writing the real and/or in-kind resource contributions they are making to the program unit or program.

(iv) A budget document exists detailing budgetary information pertinent to the program unit and the program.

(v) Faculty members and field personnel who supervise and instruct in the program have the appropriate academic preparation and experience in the fields of study for which they are responsible and which are essential to implementation of the program.

(vi) Learning resources reflect breadth and depth in selection of journals, books, curriculum and materials and are evaluated periodically using model listings and guidelines of professional organizations.

(vii) The program administrator is allowed the necessary time as part of his or her load to fulfill program responsibilities.

(10) Research and evaluation.

(a) Standard: The preparation program is based on study and research; ongoing program evaluation; and follow-up assessment of the persons prepared.

(b) Criteria:

(i) Specific individuals are assigned responsibility for program evaluation, research, and follow-up.

(ii) A systematic procedure is established for program evaluation and for follow-up studies of graduates.

(iii) A systematic process exists for gaining from instructors, supervisors, students, and field personnel evaluative information and data about the program and its outcomes.

(iv) Placement records are maintained and annual summaries are prepared.

(v) Data are analyzed and studied for the purposes of determining program needs.

(vi) Data generated from research or follow-up studies are used in program revision and redesign. [Statutory Authority: RCW 28A.04.120 and 28A.70.005. 81-12-024 (Order 6-81), § 180-78-050, filed 6/1/81. Statutory Authority: RCW 28A.04.120(1), (2), and (3). 79-06-050 (Order 6-79), § 180-78-050 filed 5/22/79; Statutory Authority: RCW 28A.04.120, chapters 28A-.70, and 28A.93 RCW. 78-06-069 (Order 5-78), § 180-78-050, filed 5/26/78.]

WAC 180-78-055 Program approval—Length of approval. Program approval shall be granted for from one to five years depending on the state board of education's assessment of the extent to which the program complies with approval standards set forth in WAC 180-78-050. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-069 (Order 5-78), § 180-78-055, filed 5/26/78.]

WAC 180-78-057 Approval of courses applicable to certification. In order for any course offered by an out-of-state college or university within the state of Washington to be applicable to Washington state certification, prior approval must be obtained by the out-of-

state college or university from the state board of education or its designee within the office of the superintendent of public instruction.

A course offered under such circumstances must comply with the following requirements to qualify for approval:

(1) Be offered by a college or university which has met the provisions of chapter 28B.05 RCW or be exempt therefrom;

(2) Be offered by a college or university which is accredited in its respective region by the regional accrediting association and accredited by the Northwest Regional Accrediting Association to offer courses or programs in Washington state;

(3) Be offered by a college or university which is approved in its respective home state for purposes of preparing personnel for certification to serve in the common schools;

(4) Meet the "State Board of Education Standards for Off–campus Offerings in Education;"

(5) File an application and provide evidence to the state board of education that the preceding requirements are met:

Provided, That no college or university within the state of Washington having an approved professional education program shall be required to accept such coursework as part of a certificate program: *And Provided Further*, That no out–of–state college or university shall offer a program of courses within Washington state for purposes of Washington state certification without meeting all program approval requirements set forth in WAC 180–78–050. [Statutory Authority: RCW 28A-.04.120 and 28A.70.005. 81–12–024 (Order 6–81), § 180–78–057, filed 6/1/81.]

WAC 180–78–060 Preparation of superintendents. In accordance with RCW 28B.10.140, the only public institutions authorized to provide training for superintendents over and above that required for teachers' or principals' certificates shall be the University of Washington and Washington State University. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–096 (Order 12–78), § 180–78–060, filed 9/1/78.]

Chapter 180–79 WAC
PROFESSIONAL PREPARATION CERTIFICATION REQUIREMENTS

WAC

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DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180–79–015 Appeal—General. [Statutory Authority: RCW 28A-.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–015, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–020 Appeal procedure—Informal. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–020, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–025 Appeal procedures—Formal process. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–025, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–030 Certificate validity. [Statutory Authority: RCW 28A-.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–030, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–040 Equivalency of standards. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–040, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–050 Certificate required. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–050, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–055 Types of certificates. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–055, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–070 Educational experience acceptable for certification. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–070, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–085 Replacement of certificates. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–085, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–090 Fee for certification. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–090, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–095 Use of fee for certification. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–095, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–105 Citizenship requirements—Alien permits—Teachers only. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–105, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180–79–110 General requirements—Teachers, administrators, educational staff associates. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–110, filed 5/26/78.] Repealed by 78–09–097 (Order 13–78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180-79-235 Permits. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-235, filed 5/26/78.] Repealed by 78-09-097 (Order 13-78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

180-79-240 Certification of out-of-state trained teachers—Interstate educational personnel contracts. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-240, filed 5/26/78.] Repealed by 78-09-097 (Order 13-78), filed 9/1/78. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW.

WAC 180-79-005 Purpose. The purposes of this chapter are to implement RCW 28A.04.120(3) and chapter 28A.70 RCW and establish the various certificates which must be held as a condition to employment in the Washington school system and establish the conditions and procedures governing issuance and retention of those certificates. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-005, filed 5/26/78.]

WAC 180-79-010 Definitions. The following definitions shall apply to terms used in this chapter:

(1) The terms, "agency," "program approval," "accreditation," "cooperation," "program unit," "endorsement," "interstate compact," "minimum generic standards," "program outcomes," "site visit," "general professional organization," "school organization," "college or university," and "specialized associations," as defined in WAC 180-78-010 as adopted or hereafter amended shall apply to the provisions of this chapter.

(2) "Certificate" shall mean the license issued by the superintendent of public instruction to teachers, administrators, and school specialized personnel (educational staff associates) verifying that the individual has met the requirements set forth in this chapter and authorizing the individual to serve in the schools of this state pursuant to RCW 28A.67.010.

(3) "Certificate reinstatement" shall mean the process whereby the validity of any certificate not subject to renewal may be reestablished.

(4) "Certificate renewal" shall mean the process whereby the validity of an initial certificate may be reestablished.

(5) "Certificate revocation" shall mean the process whereby an individual's certificate is rescinded pursuant to RCW 28A.70.160 and 28A.70.170.

(6) "Classroom teaching" shall mean instructing pupils in a classroom setting.

(7) "Elementary level" shall mean grades K through 8.

(8) "Educational setting" shall mean any setting, the primary purpose for which is to instruct/teach children, youth, or adults or to administer such instruction/teaching. This shall include but not be limited to state board of education approved instate public and nonpublic schools; out-of-state K-12 schools; preschools; educational service districts; the office of the superintendent of public instruction; and institutions of higher education: *Provided*, The office of the superintendent of public instruction shall have final authority to determine whether a specific setting qualifies as an educational setting for purposes of this chapter.

(9) "Out-of-state applicant" shall mean an applicant for a Washington state certificate who completed preparation for such certificate in a state other than Washington and who has not previously held a Washington state certificate covering the professional role for which he or she is seeking Washington state certification.

(10) "Field experience" shall mean a sequence of learning experiences which occur in actual K-12 school settings or clinical and laboratory settings. Such learning experiences are related to specified program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.

(11) "Secondary level" shall mean grades 7 through 12. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-010, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-010, filed 5/26/78.]

WAC 180-79-045 Certificates—Previous standards. (1) Certificates issued under previous standards which were issued for a specific term shall continue to be effective for that term. All persons who hold any standard teacher, administrator, or specialized personnel certificate issued under previous standards of the state board of education shall be issued a continuing certificate at such time as it is necessary for them to reinstate a standard certificate or on application and payment of the fee as specified in WAC 180-75-065(1): *Provided*, That all persons who hold any provisional or initial certificate granted under previous standards of the state board of education shall be authorized to meet requirements for standard or continuing certification as set forth in the relevant previous standards so long as the standard or continuing certificate is obtained within six calendar years of the date on which the first provisional or initial certificate was issued: *Provided further*, That all persons who hold other than provisional or standard teaching certificates issued under standards of the state board of education adopted prior to 1971 shall be issued continuing certificates if they have completed forty-five quarter hours (thirty semester hours) of preparation past the baccalaureate degree and three years of experience: *Provided further*, That persons holding provisional credentials as administrators under standards adopted by the state board of education in 1956 who have completed all requirements for the standard credential except the three years of experience as a principal or superintendent shall be issued continuing administrator certificates under these standards if they have completed at least five years of experience in an educational setting as defined herein and three years of experience in the role of superintendent, principal, vice principal, or deputy or assistant to a principal or superintendent: *Provided further*, That any person holding a provisional certificate as

a school nurse under provisions of chapter 180–84 WAC shall be granted a continuing certificate.

(2) Except as noted in subsection (1) above, certificates issued under previous standards which were issued for an indefinite period shall continue to be in effect.

(3) Until such time as programs are approved under standards set forth in chapter 180–78 WAC, but not later than June 1, 1983, as specified in WAC 180–78–025, program standards and certificate requirements set forth in chapters 180–80 and 180–84 WAC shall continue in effect. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80–06–130 (Order 9–80), § 180–79–045, filed 6/2/80; 79–06–051 (Order 7–79), § 180–79–045, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–045, filed 5/26/78.]

WAC 180–79–060 Levels of certificates. Three levels of certification may be issued:

(1) Preparatory certificate.

(a) The preparatory certificate is optional and authorizes training experiences under supervision in school or school related settings while the individual is participating in an approved program.

(b) The preparatory certificate is valid for one year and may be reissued on recommendation from a state board of education approved preparation program.

(c) The preparatory certificate will be issued to those teacher, administrator and educational staff associate candidates who:

(i) Meet the relevant statutory and general requirements as set forth in WAC 180–75–080 and/or 180–75–085.

(ii) Have the preparatory level knowledge and skill specified in a state board of education approved program; and

(iii) Are recommended for preparatory certification by the administrator of such program.

(d) This certificate does not authorize employment in the professional role and shall not be a certificate within the meaning of RCW 28A.67.010.

(2) Initial certificate. The initial certificate is valid for four years and authorizes school service in a particular role and allows the holder to assume independent responsibility for working with children, youth, and adults. An initial certificate shall be issued only to those persons who meet the requirements of this chapter.

(3) Continuing certificate. The continuing certificate is valid on a continuing basis and authorizes school service in a particular role and will be issued only to persons who meet the requirements of this chapter. The certificate indicates that the holder has completed additional academic, experience, and competency requirements beyond the initial certificate level. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80–06–130 (Order 9–80), § 180–79–060, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–060, filed 5/26/78.]

WAC 180–79–065 Certificate lapse, renewal, and reinstatement. (1) Initial certificate.

(a) The initial certificate may be renewed once for a three–year period on application and verification that the individual is formally enrolled in a planned continuing level preparation program and has completed some coursework relevant thereto. A statement from a college or university where the applicant is officially enrolled in a continuing level program shall be filed with the superintendent of public instruction verifying his or her status: *Provided*, That no more than ten years has elapsed since completion of an approved preparation program for initial certification.

(b) The initial certificate may be reinstated for two three–year periods if the individual completes at least fifteen quarter hours (ten semester hours) of course work in an approved preparation program applicable to the continuing certificate: *Provided*, That the superintendent of public instruction may, in specific instances, elect to reinstate the initial certificate for an additional three year period.

(2) Continuing certificate.

(a) The continuing certificate will lapse if the holder does not serve at least thirty school days in an educational setting during one of seven consecutive school years.

(b) To reinstate a lapsed continuing certificate the individual must complete fifteen quarter hours (ten semester hours) of course work in a state approved preparation program offered by a regionally accredited college or university and provide evidence of knowledge and skill in the minimum generic standards required for continuing certification: *Provided*, That coursework taken more than three years prior to the date of application for reinstatement shall not satisfy this requirement and that no more than five quarter (three semester) hours of correspondence credit shall be acceptable toward renewal or reinstatement requirements set forth above.

(3) Recency of training and experience. If an applicant has not served in an educational setting or has not completed a preparation program within the seven–year period preceding application for a certificate or has not completed fifteen quarter (ten semester) hours of coursework applicable to his or her subject matter field, specialization, or pedagogy in an accredited four–year college or university within the seven years immediately preceding application for a certificate, he/she will be required to complete refresher study consisting of fifteen quarter (ten semester) hours of coursework applicable to his or her field of study, specialization, or pedagogy in order to be eligible for certification: *Provided*, That ESA applicants may be granted experience credit for service in their specialization in other than educational settings if so determined by the superintendent of public instruction or his or her designee. [Statutory Authority: RCW 28A.70.005. 81–12–025 (Order 7–81), § 180–79–065, filed 6/1/81. Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80–06–130 (Order 9–80), § 180–79–065, filed 6/2/80; 79–06–051 (Order 7–79), § 180–79–065, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–09–097 (Order

13-78), § 180-79-065, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-065, filed 5/26/78.]

WAC 180-79-075 Certificate endorsement. (1) Teacher certificates.

(a) Initial certificates shall specify the recommended assignment area(s) in a subject matter field(s) and grade level(s).

(b) Continuing certificates shall authorize service in grades K-12 and may be endorsed for recommended subject matter and teaching specializations if the candidate requests such endorsement and files an application in accordance with this section.

(2) Educational staff associate certificates.

(a) Initial and continuing certificates shall identify the field of specialization by endorsement.

(3) Administrator certificates.

(a) Initial and continuing administrator certificates shall identify the field of specialization (principal, program administrator, superintendent).

(b) Superintendents' and program administrators' initial and continuing certificates shall be endorsed for grades K-12.

(c) Principals' initial certificates shall be endorsed for grades K-8, 7-12, or K-12; continuing certificates shall be endorsed K-12.

(4) In order to change or add an endorsement to an initial and continuing certificate, the candidate must complete an application, pay the certification fee, and submit verification from an approved program of completion of the professional preparation program for which endorsement is sought. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-075, filed 5/26/78.]

WAC 180-79-100 Personnel assignment. (1) Teachers. Local districts shall assign secondary teachers holding initial level certificates to endorsed areas and levels only. Teachers holding initial level elementary endorsement shall be assigned to elementary grades only. Teachers holding continuing level certificates should be assigned to recommended areas and levels or to areas and levels in which they have demonstrated competency during professional service: *Provided*, That teachers holding certificates endorsed for grades K-8 or 7-12 may be assigned to junior high schools and middle schools: *Provided further*, That when it is considered justifiable the superintendent of public instruction may, if requested by the school district superintendent who will provide evidence of the need for such assignment, authorize initially certificated teachers to serve at different grade levels or in different subject matter fields from those recommended.

(2) Educational staff associates. Assignments to serve in educational staff associate roles shall be limited to persons holding valid educational staff associate certificates with appropriate endorsements.

(3) Administrators. Assignment of persons to serve as principals or vice principals shall be limited to persons holding valid administrator certificates with the appropriate endorsement(s): *Provided*, That principals holding certificates endorsed for grades K-8 or 7-12 may be assigned to junior high schools and middle schools.

(4) School districts shall assign beginning teachers who hold provisional certificates issued under rules set forth in chapter 180-80 WAC to the elementary, junior high or senior high school levels and to subject fields in accordance with the beginning teacher's preparation as recommended by the college or university where the individual completed preparation for certification. Such assignment shall obtain during the beginning teacher's first year of teaching: *Provided*, That when it is considered justifiable the superintendent of public instruction may, if requested by the school district superintendent who will provide evidence of the need for such assignment, authorize beginning teachers to teach at different grade levels or in different subject matter fields from those recommended. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-100, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-100, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-100, filed 5/26/78.]

WAC 180-79-115 Academic and experience requirements for certification—Teachers. Candidates for teachers' certificates shall complete the following requirements in addition to those set forth in WAC 180-75-080 and 180-75-085.

(1) Initial.

(a) Candidates for the initial certificate shall hold a baccalaureate degree from a regionally accredited college or university. Candidates for secondary certificates shall have completed the degree major in an academic field; candidates for elementary certificates shall have completed the degree major in an academic field or teaching specialization. If the degree major is elementary education, the candidate must have at least one area of emphasis in an academic field.

(b) Candidates shall give evidence that they have completed in-school, clinical, and laboratory experiences which include observations and at least eight weeks of practice teaching under supervision in a state board of education approved or accredited public or nonpublic K-12 classroom(s).

(2) Continuing.

(a) Candidates shall have completed at least forty-five quarter hours (thirty semester hours) of upper division and/or graduate work subsequent to the baccalaureate degree of which thirty quarter hours (twenty semester hours) must be taken after the first year of teaching: *Provided*, That if the individual is pursuing study in a new subject matter field or specialization, the preparing college or university may accept study in lower division courses toward continuing certification if the superintendent of public instruction or his or her designee so authorizes.

(b) Candidates shall have completed at least three years of service in an educational setting, at least two years of which shall be as a classroom teacher in grades

K-12. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-115, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-115, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-115, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-115, filed 5/26/78.]

WAC 180-79-120 Academic and experience requirements for certification—Administrators. Candidates for the respective administrative certificate shall complete the following requirements in addition to those set forth in WAC 180-75-085.

(1) Superintendent.

(a) Initial.

(i) The candidate shall hold a master's degree and complete at least fifteen quarter hours (ten semester hours) of graduate study beyond the master's degree in education-related course work.

(ii) The candidate shall hold or be eligible to hold a valid initial or continuing teacher or ESA certificate at the time he or she applies for the initial superintendent's certificate.

(iii) The candidate shall have served as an administrator in K-12 settings for at least three years as verified by the district(s) superintendent or designee.

(iv) The candidate shall have completed a one-year internship appropriate to the role of superintendent. The internship shall provide experience under supervision in all aspects of a district's program.

(b) Continuing.

(i) The candidate shall have completed at least thirty quarter hours (twenty semester hours) of graduate work beyond the master's degree.

(ii) The candidate shall have completed at least three years of experience as superintendent, deputy superintendent, or assistant superintendent.

(2) Principal.

(a) Initial.

(i) The candidate shall hold a valid initial or continuing teacher certificate at the time he or she applies for the initial principal's certificate.

(ii) The candidate shall have completed at least three years of certificated service in a K-12 setting, including a minimum of one year of classroom teaching experience as a certificated teacher at the level for which he or she seeks certificate endorsement: *Provided*, That if the candidate has not served as a teacher, a waiver of this requirement may be requested as specified under WAC 180-75-015 and the candidate shall during the internship experience complete supervised experiences in the classroom at the level for which the certificate will be endorsed and shall demonstrate the minimum generic standards set forth in WAC 180-79-130 and 180-79-135 for teachers.

(iii) The candidate shall complete an internship at the grade level(s) for which the certificate will be endorsed. As a minimum the internship shall be of sufficient length and depth to provide experience under supervision in all aspects of the school program and participation in activities prior to the opening and following the closing of the regular school year.

(iv) The candidate shall have completed at least thirty quarter hours (twenty semester hours) of work applicable to a graduate degree subsequent to receipt of a baccalaureate degree in an approved program for preparation of principals.

(b) Continuing.

(i) The candidate shall hold a master's degree.

(ii) The candidate shall have completed at least three years of experience as a principal, vice principal, or assistant principal.

(3) Program administrator.

(a) Initial.

(i) The candidate shall hold a valid initial or continuing teacher or educational staff associate certificate at the time he or she applies for the program administrator's initial certificate.

(ii) The candidate shall hold a master's degree.

(iii) The candidate shall have completed at least three years of certificated service in an educational setting, grades K-12.

(iv) The candidate shall have completed an internship which provides administrative experience in an area of program speciality as well as in general program administration.

(b) Continuing.

(i) The candidate shall have completed at least fifteen quarter hours (ten semester hours) of graduate work subsequent to the master's degree relevant to educational administration or his or her subject matter field(s) or specialization(s).

(ii) The candidate shall have completed at least three years of experience as a program administrator in a district-wide assignment. [Statutory Authority: RCW 28A.70.005. 81-12-025 (Order 7-81), § 180-79-120, filed 6/1/81. Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-120, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-120, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-120, filed 5/26/78.]

WAC 180-79-125 Academic and experience requirements for certification—Educational staff associate (ESA). Candidates for ESA certification shall complete the following requirements in addition to those set forth in WAC 180-75-085: *Provided*, That it shall not be necessary for any candidate who holds a master's degree to obtain a second master's degree; however, the candidate shall complete all course work and experience requirements relevant to the specialization set forth in an approved preparation program for the appropriate ESA speciality. Candidates for continuing level certification shall have completed at least three years of certificated service in an educational setting in the respective ESA role for which he or she is seeking certification.

(1) Communication disorders specialist.

(a) Initial.

(i) The candidate shall have completed all requirements for the master's degree (except special examinations, projects or thesis) with a major in speech pathology and/or audiology.

(ii) The candidate shall have completed practicum experiences in communication disorders which include observation as well as practice under supervision in K-12, clinical, and field/laboratory settings.

(b) Continuing. The candidate shall hold a master's degree with a major in speech pathology and/or audiology.

(2) Counselor.

(a) Initial.

(i) The candidate shall have completed all requirements for the master's degree (except special examinations, projects or thesis) with a major in counseling.

(ii) The candidate shall have completed a supervised practicum or internship in counseling in a K-12 school setting.

(b) Continuing. The candidate shall hold a master's degree with a major in counseling.

(3) Occupational therapist.

(a) Initial.

(i) The candidate shall have completed an approved or accredited baccalaureate degree program in occupational therapy and have status as an occupational therapist registered with the American occupational therapy association.

(ii) The candidate shall have completed a practicum experience with students of ages typically served in the common schools which includes observation as well as practice under supervision in a field or clinical setting which has an educational component.

(iii) The candidate shall have successfully completed the American occupational therapy association certification examination.

(b) Continuing. The candidate shall have completed at least fifteen quarter hours (ten semester hours) of graduate work or continuing education in occupational therapy or education.

(4) Physical therapist.

(a) The candidate shall hold a baccalaureate degree in physical therapy from a college or university having an approved or accredited school of physical therapy or the candidate shall hold a baccalaureate degree and a certificate in physical therapy from an accredited school of physical therapy.

(i) The candidate shall hold a current Washington state license or a probational certificate to practice as a physical therapist.

(ii) The candidate shall have completed a practicum experience with students of ages typically served in the common schools which includes observation as well as practice under supervision in a field or clinical setting which has an educational component.

(b) Continuing. The candidate shall have completed at least fifteen quarter hours (ten semester hours) of graduate work or continuing education in physical therapy or education.

(5) School psychologist.

(a) Initial.

(i) The candidate shall have completed all requirements for the master's degree (except special examinations, projects or thesis) with a major or specialization in school psychology.

(ii) The candidate shall have completed a practicum or internship under supervision in an educational setting, K-12.

(b) Continuing. The candidate shall hold a master's degree with a major or specialization in school psychology.

(6) Reading resource specialist.

(a) Initial.

(i) The candidate shall hold a valid initial or continuing level teacher's certificate at the time he or she applies for the reading resource specialist's initial certificate.

(ii) The candidate shall have completed all requirements for the master's degree (except special examinations, projects or thesis) with a major or specialization in reading.

(iii) The candidate shall have completed field experiences in an educational setting which includes observation as well as practice under supervision.

(b) Continuing. The candidate shall hold a master's degree with a major or specialization in reading.

(7) School nurse.

(a) Initial.

(i) The candidate shall hold a valid license as a registered nurse (RN) in Washington state.

(ii) The candidate shall hold a baccalaureate degree in nursing with an emphasis in school nursing or community health.

(iii) The candidate shall have completed field experiences in an educational setting, K-12, which includes observation as well as practice under supervision.

(b) Continuing. The candidate shall have completed at least forty-five quarter hours (thirty semester hours) of upper division or graduate work in education, community health, nursing or school nursing; thirty quarter hours (twenty semester hours) of which have been taken subsequent to the first year of service as a school nurse.

(8) Social worker.

(a) Initial.

(i) The candidate shall have completed all requirements for a master's degree in social work except special examinations, projects or thesis.

(ii) The candidate shall have completed a field experience or practicum in an educational setting under the supervision of a certificated master of social work. The field experience or practicum shall be with students of ages typically served in the common schools.

(b) Continuing. The candidate shall hold a master's degree in social work or an initial level certificate as a school social worker. [Statutory Authority: RCW 28A-.70.005. 81-12-025 (Order 7-81), § 180-79-125, filed 6/1/81. Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-125, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-125, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-125, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-125, filed 5/26/78.]

WAC 180-79-130 Minimum generic standards—General. (1) Initial level certification. A candidate for an initial certificate as a teacher, administrator, or educational staff associate must demonstrate, while completing an approved preparation program, knowledge and skill in the following areas:

(a) Socio-cultural-economic differences and human relations. The candidate has knowledge of and appreciation for the history, contributions, and traditions of various ethnic, sex, age, socio-economic, cultural, and minority groups; recognizes dehumanizing biases; creates educational environments which contribute to the self-esteem of all persons and to positive human relationships; and facilitates understanding the beliefs, values and life styles of individuals from diverse groups and cultures.

(b) Communication and consultation. The candidate has the knowledge and skill necessary to develop and present organized oral, written, and visual materials which convey ideas and feelings to pupils, parents, colleagues, school directors and others as appropriate.

(c) Exceptionality. The candidate has knowledge about the needs and characteristics of exceptional students, including handicapped and gifted.

(d) School law. The candidate has knowledge about those federal, state, and local laws, regulations, and policies which directly affect his or her role(s) and rights and responsibilities in the K-12 educational setting.

(e) Professionalism. The candidate has knowledge about relevant professional organizations and practices in a manner consistent with the profession's code of ethics.

(f) Knowledge of K-12 educational setting. The candidate has general knowledge about the nature and foundation of the educational program and system, grades K-12.

(2) Continuing level certification. In addition to demonstrating in their professional roles those minimum generic standards required for initial certification, the candidate for continuing level certificate must demonstrate knowledge and skill in the following areas:

(a) Staff development and supervision. The candidate has the knowledge and skill to initiate, develop, and present instructional and informational programs for staff, board members, and parents and to supervise and evaluate personnel who report directly to him or her.

(b) Professional development and scholarship. The candidate has depth of knowledge and demonstrates a wider range of skills which enable him or her to be increasingly more effective in his or her subject matter field or specialization; participates in continuing education and professional development activities; contributes to the preparation of others who are entering the field; and recognizes his/her own limitations and strengths

(c) Research and evaluation. The candidate has the knowledge of research/evaluation techniques and skill to read and interpret research related to his or her field; to design and implement evaluation strategies; to use results of research and/or evaluation to improve programs.

(d) Referral agencies and resource personnel. The candidate has knowledge of personnel and agencies inside and outside the educational setting which may assist the teacher, pupils, and/or parents.

(e) Knowledge of alternate grade level. The candidate has knowledge about organizational patterns, special strategies, curriculum, materials, growth and development, and staff and student personnel management essential to a school building/unit at the alternate grade level from that for which his/her initial certificate may have been endorsed. [Statutory Authority: RCW 28A-.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-130, filed 5/26/78.]

WAC 180-79-135 Minimum generic standards—Teachers. Initial level certification. To qualify for initial certification the candidate must demonstrate knowledge and skill in the following areas in addition to those set forth in WAC 180-79-130(1).

(1) Instructional skill. The candidate has knowledge and skill to design and conduct instructional experiences.

(2) Classroom management. The candidate has knowledge and skill necessary to organize the physical and human elements in the educational setting to foster maximum student learning.

(3) Subject matter. The candidate has breadth of knowledge of theory and content in general education and pedagogy and depth of knowledge in one or more subject matters or teaching specializations appropriate to the elementary and/or secondary levels.

(4) Pupil/student personnel. The candidate has knowledge of normal and exceptional growth and development; the unique needs, characteristics, and developmental tasks of pupils of differing ages; and normative characteristics of age groups and has the skill to use this knowledge in working with pupils individually and in groups and in designing learning experiences.

(5) Pupil discipline. The candidate has knowledge and skill necessary to manage the human dynamics of the classroom. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-135, filed 5/26/78.]

WAC 180-79-150 Role and minimum generic standards—Administrators—Initial certification—Superintendents. (1) The superintendent is responsible for administration of the school district.

(2) To qualify for initial certification the candidate must demonstrate knowledge and skill in the following areas in addition to those set forth in WAC 180-79-130(1):

(a) Organizational management and accountability. The candidate has the knowledge and skill to plan, develop, coordinate, and supervise implementation and evaluation of district-wide policies, procedures, and curricular and instructional programs and to provide leadership relative to management and accountability district-wide.

(b) Facility and resource management and acquisition. The candidate has the knowledge and skill to identify facility and resource needs of the district and to coordinate procedures essential to maintenance and acquisition of facilities and resources.

(c) Personnel management. The candidate has the knowledge and skill to establish district personnel policies and practices consistent with law and negotiated agreements in employment, assignment, supervision, evaluation, and other personnel related matters.

(d) Fiscal management. The candidate has the knowledge and skill necessary to plan, develop, and coordinate district budget preparation, district funding, and fiscal accountability.

(e) Community relations. The candidate uses staff and community resources to assess educational needs of the community, to develop district goals and objectives, to resolve school-community issues, and to implement a positive public information program.

(f) School law. The candidate knows federal, state, and local statutes, rules and regulations, policies, and court decisions which affect management and operation of the total district and its programs and has the knowledge and skill to develop policies and, as appropriate, rules and regulations for consideration and adoption by the local board of directors.

(g) Legislative process. The candidate knows how the legislative process works and has the skill to use that process. [Statutory Authority: RCW 28A.70.005. 81-12-025 (Order 7-81), § 180-79-150, filed 6/1/81. Statutory Authority: RCW 28A.04.120, chapters 28A-.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-150, filed 5/26/78.]

WAC 180-79-155 Role and minimum generic standards—Administrators—Initial certification—Principals. (1) The principal is responsible for administration of a school building.

(2) The candidate for initial certification as the principal shall demonstrate knowledge and skill in the following areas in addition to those set forth in WAC 180-79-130(1):

(a) Knowledge of the field. The candidate has knowledge and skill in areas of educational administration relevant to building management, supervision, curriculum, and instruction.

(b) Building administration and management. The candidate has knowledge and skill necessary to serve accountably in administering the unit/area of assigned responsibility. The candidate has the knowledge and skill to initiate alternate patterns of space, time, and student-staff groupings; oversee plans for the care, maintenance, and beautification of the physical environment; establish policies and procedures that govern changes in the school; and develop master and class schedules.

(c) Community relations. The candidate has knowledge and skill to use community resources in assessing and developing school programs, solving school community problems, and implementing a public information program which promotes positive interactions between the school and community.

(d) Program development and leadership. The candidate has the knowledge and skill to assist staff in developing and implementing instructional, curricular, and assessment programs.

(e) Fiscal management. The candidate has the knowledge and skill to implement principles of fiscal management and record keeping and to identify fiscal needs emanating from the program, facility, and resources.

(f) Activity coordination. The candidate has knowledge and skill to plan and develop governance policies and supervise and evaluate student activities.

(g) Auxiliary services. The candidate has knowledge and skill to coordinate auxiliary services such as health services, transportation, food services, pupil personnel services, maintenance, and learning resource programs.

(h) Staff personnel management. The candidate has knowledge and skill necessary to select, assign and evaluate staff personnel; to interpret district collective bargaining agreements relative to staff personnel; to implement district personnel policies and procedures; and to understand the dynamics of staff relationships and decision-making processes within the building or unit.

(i) Student personnel. The candidate has knowledge and skill necessary to maintain attendance and student personnel records and implement effective principles of discipline, student control, and student management. [Statutory Authority: RCW 28A.04.120, chapters 28A-.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-155, filed 5/26/78.]

WAC 180-79-160 Role and minimum generic standards—Administrators—Initial certification—Program administrators. (1) The program administrator is responsible for management of a district-wide activity or service involving the instructional program or specialized services which directly support the instructional program.

(2) The candidate for initial level certification shall demonstrate knowledge and skill in the following areas in addition to those set forth in WAC 180-79-130(1):

(a) Knowledge of field or specialization. The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization for which the program administrator certificate is to be endorsed. The candidate knows curriculum and specialized materials, equipment and facilities; theory and techniques; and principles and methods relevant to the specialization.

(b) Personnel management. The candidate has the knowledge and skill necessary to select, assign, supervise, train, and evaluate personnel within the program.

(c) Financial management. The candidate has knowledge and skill to maintain required records accurately, prepare budget requests, and manage a budget.

(d) Community relations. The candidate has the knowledge and skill to conduct or participate in citizen meetings, to assess community needs relative to the specific program, to develop programs for the community, and to promote positive school-community relationships.

(e) Program development and management. The candidate has the knowledge and skill to set goals and objectives relative to the specific program, to delegate responsibility, to stimulate subordinates to perform, to involve those with expertise and interest in development of goals, objectives, and programs.

(f) Staff development. The candidate can design and conduct inservice and continuing education experiences for personnel in the specific field or specialization. [Statutory Authority: RCW 28A.04.120, chapters 28A-.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-160, filed 5/26/78.]

WAC 180-79-170 Minimum generic standards—Educational staff associates—General. (1) Initial level certification. In addition to the minimum generic standards set forth in WAC 180-79-130(1), candidates for initial certification as educational staff associates shall demonstrate knowledge and skill in the following areas:

(a) Management of special and technical environments. The candidate manages and organizes the materials, equipment and environment essential to implement the respective specialized program.

(b) Assessment and diagnosis. The candidate has the knowledge and skill to develop, select, administer, and interpret assessment procedures and instruments as appropriate to his/her professional role, specialization, and responsibilities.

(2) Continuing level certification. In addition to those minimum generic standards set forth in WAC 180-79-130(2) the candidate for continuing level certification shall demonstrate knowledge and skill in the following areas:

(a) Consultation. The candidate has the knowledge and skill to provide consultive services to parents, school personnel, and others; to make referral to nonschool agencies; and to participate in case conferences with other specialists and school personnel.

(b) Program development and management. The candidate has the knowledge and skill to plan, develop, and implement a program of instruction, remediation, prevention, and/or evaluation as appropriate to his/her professional specialization; to provide information to instructional staff and curriculum decision makers regarding pupil needs, community needs and resources; and works consistently to incorporate current ethical, legal, and professional developments into school policy and practice. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-170, filed 5/26/78.]

WAC 180-79-175 Role and minimum generic standards—Educational staff associate—Initial certification—Communication disorders specialists (CDS). (1) The communication disorders specialist provides diagnostic, therapeutic, and consultive services for individuals handicapped by disorders of language, speech and/or hearing.

(2) Initial level certification.

In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1) the candidate for initial level certification shall demonstrate knowledge and skills in the following areas for initial level certification:

(a) Knowledge of field. The candidate has knowledge about normal and atypical speech development; causes and treatment of disorders of speech, language and hearing.

(b) Assessment and diagnosis. The candidate has the knowledge and skill necessary to select, administer, and interpret assessment instruments relevant to the communication disorders specialist field; identify students who exhibit disorders of speech, language and/or hearing; and determine through diagnostic procedures or referral the nature, etiology, and severity of the specific disorders.

(c) Program development. The candidate has knowledge and skill to develop a treatment program appropriate to the specific disorder(s); to implement the program within the educational setting, including the classroom; and/or to conduct a clinical program to modify the behavior that characterizes the disorder.

(d) Program evaluation. The candidate has the knowledge and skill to conduct systematic, evaluative procedures focusing on the improvement of the speech and language program in the school setting.

(e) Consultation. The candidate has the knowledge and skill to provide consultive services to parents, school personnel, and others concerned about speech, language and/or hearing disorders and programs; to make referral to nonschool agencies; and to participate in case conferences with other specialists and school personnel. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-175, filed 5/26/78.]

WAC 180-79-180 Role and minimum generic standards—Educational staff associates—Counselor. (1) The counselor facilitates individual development.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1) the candidate for initial level counselor certification shall demonstrate knowledge and skill in the following areas for initial level certification:

(a) Knowledge of field. The candidate has knowledge and skill in relevant fields of study including guidance services, career development and information, individual and group counseling theory and techniques, assessment and testing, vocational information, and placement.

(b) Individual and group counseling. The candidate has the knowledge and skill necessary to provide individual and/or group counseling for students requesting assistance with personal, social, vocational, or educational concerns, as well as with career and life planning.

(c) Informational services. The candidate has the knowledge and skill to provide information regarding vocations, education and training, community resources, other relevant aspects of the individual's environment and the ability to implement the referral process.

(d) Confidentiality. The candidate has knowledge of and provides services in adherence to the American personnel and guidance association code of ethics, particularly as it relates to the individual's rights to privacy and confidentiality. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-180, filed 5/26/78.]

WAC 180-79-185 Role and minimum generic standards—Educational staff associate—Occupational therapist (OT). (1) The school occupational therapist provides service to those students whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, poverty and cultural differences, physical injury or illness, or psychological and social disability.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1) the candidate for initial level certification as an occupational therapist shall demonstrate knowledge and skill in the following areas:

(a) Knowledge of the field. The candidate has knowledge and skill about normal and atypical growth, development and performance; causes of dysfunction; and treatment thereof and foundations of occupational therapy.

(b) Assessment and diagnosis. The candidate has the knowledge and skill to select, administer, and interpret those assessment instruments and procedures which will assist in determining the student's rate and quality of growth and development and effects on the educational process and life adjustment.

(c) Program development. The candidate has the knowledge and skill to plan and implement an occupational therapy treatment program to achieve explicit goals for the student.

(d) Program records and evaluation. The candidate has the knowledge and skill to maintain required written records and to evaluate the effectiveness of the program in terms of student outcomes and program objectives. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-185, filed 5/26/78.]

WAC 180-79-190 Role and minimum generic standards—Educational staff associate—Physical therapist (PT). (1) The physical therapist seeks to relieve disability and pain, develop or restore motor function, and maintain maximum performance within the student's capabilities.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1), the candidate for initial level certification as a physical therapist shall demonstrate knowledge and skill in the following areas:

(a) Knowledge of field. The candidate has knowledge and skill in relevant fields of study including anatomy and physiologic processes, normal and atypical growth and development, medical procedures and treatment, and history and foundations of physical therapy.

(b) Assessment and diagnosis. The candidate has the knowledge and skill to select, administer, and interpret physical therapy procedures, instruments, and techniques essential to assessment of the student's disability. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-190, filed 5/26/78.]

WAC 180-79-195 Role and minimum generic standards—Educational staff associate—School psychologist. (1) The school psychologist is a specialist in individual differences and learning processes who applies psychological knowledge to enhance the educational progress of all children.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1), the candidate for initial level certification as a school psychologist shall demonstrate knowledge and skill in the following areas:

(a) Knowledge of the field. The candidate has knowledge and skill in relevant fields of study including learning theory, personality theory and development, individual and group testing and assessment, individual counseling and interviewing theory and techniques, basic statistics, child development, research design, exceptional children, deviant personality, curriculum, and learning theory.

(b) Academic and intellectual assessment and diagnosis. The candidate has knowledge and skill necessary to select, administer, and interpret individual intelligence tests including but not limited to the Wechsler and Stanford-Binet; individual academic tests including diagnostic and placement tests such as the Durrell, Gates-McKillop, Spache, and Wide Range Achievement Test; and group tests such as the Lorge-Thorndike, Metropolitan, and Otis.

(c) Behavioral observation and analysis. The candidate has knowledge and skill in behavioral observation including data taking, frequency measures, and qualitative and quantitative analysis of classroom behavior, and developmental and personality analysis, including perceptual, cognitive, social, affective, and language development in children and the use of such scales as the Vineland Social Maturity Scale, and Gesell Schedules.

(d) Counseling and interviewing. The candidate has the knowledge and skill necessary to provide individual counseling to students and to conduct interviews essential to information collecting from parents, teachers, and other specialists.

(e) Program development. The candidate has the knowledge and skill to make educational prescriptions, including specification of the remedial environmental changes, both curricular and behavioral, for a particular student.

(f) Consultation. The candidate has the knowledge and skill to function in multidisciplinary teams in evaluating and placing students and to confer with parents, specialists, teachers, referral personnel, and others relative to the student's characteristics and needs in the educational setting.

(g) Program evaluation and record keeping. The candidate has the knowledge and skill necessary to develop and implement program evaluation and maintain required program and personnel records.

(h) Professionalism. The candidate has knowledge of professional standards regarding ethical and legal practices relevant to the practice of school psychology and demonstrates knowledge and skill in written and oral reporting of assessments and remedial recommendations which will meet ethical and legal standards.

(i) Research. The candidate has knowledge and skill to evaluate research, to apply school-oriented research, and to construct criterion-referenced instruments with reference to such educational decisions as retention in grade, acceleration, and early entrance. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-195, filed 5/26/78.]

WAC 180-79-200 Role and minimum generic standards—Educational staff associate—Reading resource specialist. (1) The reading resource specialist serves as a diagnostician, advisor, special instructor, and evaluator providing consultation, training, and assistance to classroom teachers and other personnel participating in the reading program.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1), the candidate for initial level certification as a reading resource specialist shall demonstrate knowledge and skill in the following areas:

(a) Knowledge of the field. The candidate has knowledge and skill to describe and/or demonstrate the sequence of instruction required in decoding, vocabulary development, reading comprehension, and reading study; compare approaches to reading; interpret research results; state and apply a set of psychological principles of cognitive and affective learning; describe a model of the reading process; use a model or theory as a referent for choices and practices related to reading instruction; and to select trade, text, and resource materials.

(b) Instructional skill. The candidate has the knowledge and skill to describe and/or demonstrate several ways to individualize reading instruction in the classroom and to organize the classroom for optimal learning.

(c) Program evaluation. The candidate has the knowledge and skill to evaluate developmental corrective and remedial reading programs.

(d) Assessment and diagnosis. The candidate has the knowledge and skill to assess strengths and limitations of standardized reading tests, and informal reading inventories; to diagnose reading problems; to use informal assessment techniques and procedures; to interpret pertinent data; and to identify and recommend techniques, materials or remediation to teachers, parents and others involved in the reading program.

(e) Program development. The candidate has the knowledge and skill to plan and implement a developmental reading program which will include corrective and remedial reading programs.

(f) Staff development and consultation. The candidate has the knowledge and skill to help classroom teachers improve their skills in teaching reading and to analyze and evaluate current practices, materials and programs, and interpret them to teachers. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-200, filed 5/26/78.]

WAC 180-79-205 Role and minimum generic standards—Educational staff associate—School nurse. (1) The school nurse, in collaboration with others, utilizes the school health program to contribute significantly to the attainment of the full health and educational potential of each student.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1), the candidate for initial level certification as a school nurse shall demonstrate knowledge and skill in the following areas:

(a) Knowledge of field. The candidate has knowledge and skill in relevant fields of study including human growth and development; physical, mental and behavioral deviations; prevention; therapeutic treatment and community health; and school health programs.

(b) Program development and implementation. The candidate has the knowledge and skill to develop a school health program which assists students, families, and school staff to deal with health problems; responds to each student's unique developmental health needs; minimizes the effect of sudden illness or injury in the school setting; provides students, families and faculty with a basis for decision making regarding health which promotes prevention and wellness; contributes to a safe and healthy school environment; and ensures that health needs are recognized and planned for in the total school program. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-205, filed 5/26/78.]

WAC 180-79-210 Role and minimum generic standards—Educational staff associate—School social worker. (1) The school social worker contributes to the study and adjustment of pupils' problems through understanding of human growth and development, skill in developing human relationships and use of school, community resources, and professional resources within the educational setting.

(2) Initial level certification. In addition to the minimum generic standards required in WAC 180-79-130(1) and 180-79-170(1), the candidate for initial level certification shall demonstrate knowledge and skill in the following areas:

(a) Knowledge of the field. The candidate has knowledge and skill in relevant fields of study including social science theory and research; individual and group counseling and interviewing; the components of human functioning (e.g., physical, social, cultural, psychological) and dysfunctioning, personality development theories, and their various inter-relationships; principles of human learning (e.g., limitation, re-enforcement, cognitive,

psycho-motor, and social learning theories); and personality development.

(b) Community relations. The candidate has knowledge and skill in policy analysis so as to:

(i) anticipate social needs in a community;

(ii) assist decision makers in making informed choices; and

(iii) identify the relationship and impact of social forces in motivating people in communities to organize to express their needs and preferences and to engage in social problem solving; in influencing service delivery systems; and in using leadership abilities in community, professional organizations and agency settings to change social policy.

(c) Research and evaluation. The candidate has knowledge and skill necessary to conduct research and evaluation in social work including methods and techniques for measuring organizational performance, evaluating program effectiveness, determining the community need for various types of community action, implementing systematic data collection, and deriving and evaluating treatment interventions for client systems.

(d) Counseling and interviewing. The candidate has the knowledge and skill to consult, counsel, and interview the student individually or in a family setting; to provide assistance to the family, teachers and administrators, and other professional personnel; to cooperate with professional specialists to select and refer the student and/or his or her family to appropriate agencies and personnel within or outside the schools and to inform others about the social work program. [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-210, filed 5/26/78.]

WAC 180-79-215 Minimum generic standards—Educational staff associate—Continuing certification. In addition to those minimum generic standards required for initial certification, the candidate for continuing level certification as an educational staff associate shall demonstrate those minimum generic standards set forth in WAC 180-79-130(2) and 180-79-170(2). [Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-215, filed 5/26/78.]

WAC 180-79-230 Limited certificates. The following certificates are issued under specific circumstances for limited periods of service as outlined:

(1) Consultant special certificate.

(a) The issuance of consultant special certificates is limited to:

(i) Persons highly qualified and experienced in fields of knowledge to be taught in the common or nonpublic schools;

(ii) Persons who qualify to instruct in the traffic safety program as paraprofessionals pursuant to WAC 392-153-020(2) and (3);

(iii) Persons who qualify to teach specific subjects in the adult education program;

(iv) Persons who under previous standards hold the band and orchestra certificate; and

(v) Persons who are assigned instructional responsibility for intramural/interscholastic activities which are part of the district approved program.

(b) Such certificates are issued to individuals who are screened by the local school district or educational service district superintendents. The educational service district or local district superintendent will verify that the following criteria have been met when requesting the consultant special certificate:

(i) No person with regular certification in the field is available as verified by the district or educational service district superintendent;

(ii) The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities and will not be serving in a paraprofessional role which would not require certification;

(iii) The individual is being certificated for a limited assignment and responsibility in a specified activity/field;

(iv) Personnel so certificated will be oriented and prepared for the specific assignment and will be apprised of any legal liability, the lines of authority, and the duration of the assignment; and

(v) The district or educational service district superintendent will indicate the basis on which he/she has determined that the individual is competent for the assignment and will verify that general requirements for certification as set forth in WAC 180-79-105 through 180-79-110 have been met.

(c) The certificate is valid for one year and only for the activity specified. The certificate may be reissued on application and evidence that requirements continue to be met: *Provided*, That the superintendent of public instruction may extend the validity of the certificate for more than one year but no more than four years.

(2) Substitute certificate.

(a) The substitute certificate entitles the holder to act as substitute during the absence of the regularly certificated staff member for a period not to exceed thirty consecutive school days during the school year in any one assignment. This certificate may be issued to:

(i) Elementary or secondary school teachers, educational staff associates or administrators whose state of Washington certificates have expired, or

(ii) Persons who have completed state approved preparation programs at regionally accredited colleges and universities for certificates within the past ten years, or

(iii) Any district unable to secure substitutes who meet these requirements may contact the office of the superintendent of public instruction to request a waiver of these requirements. Reasons for the request and qualifications of the proposed substitute shall be set forth in writing.

(b) The substitute certificate is valid for three years and may be reissued subsequently for three-year periods: *Provided*, That the superintendent of public instruction may determine in emergency situations to issue the substitute certificate to persons not fully qualified under this subsection for a period not to exceed one year.

(3) Emergency certification.

(a) Emergency certification for specific positions may be issued upon the recommendation of school district and educational service district superintendents to persons who hold the appropriate degree and have substantially completed a program of preparation in accordance with Washington requirements for certification: *Provided*, That a qualified person who holds regular certification is not available or that the position is essential and circumstances warrant consideration of issuance of an emergency certificate. The superintendent of public instruction shall determine that the issuance of such certificate is in the best interest of the state.

(b) The emergency certificate is valid for one year. [Statutory Authority: RCW 28A.70.005. 81–12–025 (Order 7–81), § 180–79–230, filed 6/1/81. Statutory Authority: RCW 28A.04.120(1), (2), and (3). 79–06–051 (Order 7–79), § 180–79–230, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78–06–070 (Order 6–78), § 180–79–230, filed 5/26/78.]

WAC 180–79–245 Reciprocity. Candidates for certification who hold certificates or credentials in other states or who have completed approved or accredited preparation programs in other states shall be eligible for Washington certificates as follows:

(1) Initial certificate. The initial certificate shall be issued by the superintendent of public instruction to any candidate who:

(a) Qualifies under provisions of the interstate compact or of this chapter; or

(b) Holds the appropriate degree as set forth in WAC 180–79–250; has completed a state approved preparation program at a regionally accredited college or university in the professional field for which the certificate is to be issued; and has verification by previous supervisors and instructors that he or she possesses the relevant minimum generic standards: *Provided*, That no more than seven years has elapsed since the individual completed his or her preparation or last served in a certificated position in an educational setting.

(2) Continuing certificate. The continuing certificate shall be issued on verification from a Washington state board of education approved preparation program that the individual meets relevant academic and experience requirements and minimum generic standards set forth in this chapter or directly by the superintendent of public instruction or his or her designee as set forth below:

(a) Teachers.

(i) Out–of–state candidates who meet all requirements for continuing certification as set forth in WAC 180–75–080, 180–75–085, 180–79–115, and 180–79–250 and who have verification from previous supervisors or instructors that they meet the minimum generic standards set forth in WAC 180–79–130 and 180–79–135 shall be issued a continuing certificate.

(ii) Out–of–state candidates who have not completed all requirements for continuing certification as outlined in section (a)(i) above shall proceed as follows:

(A) Out–of–state candidates who elect to complete the continuing certificate out–of–state. Candidates shall be assisted by SPI and shall meet all requirements for out–of–state candidates set forth in (2)(a)(i) above.

(B) Out–of–state candidates who elect to complete the continuing certificate in Washington state.

Candidates who need fifteen quarter hours or less of coursework and/or experience to complete the requirements for continuing certification shall be assisted by the superintendent of public instruction. The superintendent of public instruction's recommendations of coursework or experience shall be based on suggestions made by the district in which the candidates teach or have most recently taught.

Candidates who need sixteen quarter hours or more of coursework to complete the requirements for continuing certification shall be informed of and referred to an in–state approved program for completion of certificate requirements.

All candidates shall provide verification from supervisors or instructors that they meet minimum generic standards for continuing certification set forth in WAC 180–79–130 and 180–79–135.

All candidates shall provide evidence that they have completed three years of service in an educational setting, at least two years of which shall be as a classroom teacher in grades K–12.

(b) Administrators.

(i) Out–of–state candidates for any administrative certificate who meet requirements for continuing certification as set forth in WAC 180–75–085 and 180–79–120 and who have verification from previous supervisors or instructors that they meet the relevant minimum generic standards set forth in WAC 180–79–130 and 180–79–150, 180–79–155, or 180–79–160 shall be issued a continuing certificate.

(ii) Out–of–state candidates who have not completed all requirements for continuing certification as outlined in section (b)(i) above shall proceed as follows:

(A) Out–of–state candidates who elect to complete the continuing certificate out–of–state. Candidates shall be assisted by SPI and shall meet all requirements for out–of–state candidates set forth in (2)(b)(i) above.

(B) Out–of–state candidates who elect to complete the continuing certificate in Washington state.

Candidates needing fifteen quarter hours or less of coursework to fulfill certification requirements shall be assisted by SPI. SPI's recommendations shall be based on suggestions made by the district in which the administrative candidate serves.

Candidates needing more than fifteen quarter hours of coursework, or needing to meet degree requirements shall be referred to an in–state institution which has an approved program to prepare persons for the respective administrative certificate.

All candidates shall provide verification from supervisors or instructors that they meet the minimum generic standards for continuing certification set forth in WAC 180–79–130 and 180–79–150, 180–79–155, or 180–79–160.

All candidates shall provide evidence that they have completed three years of service in the respective administrative role as set forth in WAC 180-79-120.

(c) Educational staff associate. All candidates for continuing certification shall be referred to an in-state approved program for assistance and verification of minimum generic standards: *Provided*, That any out-of-state candidate who through no fault of his or her own is unable to gain admission to or review by a state board of education approved program relevant to his or her certification within a reasonable period may request that the superintendent of public instruction or his or her designee issue a continuing certificate on verification from an out-of-state college or university having a state approved preparation and certification program in the specialization and from previous supervisors that relevant academic and experience requirements and continuing level generic standards set forth in this chapter have been demonstrated within the seven-year period immediately preceding application for the certificate in Washington state or the applicant shall complete recency requirement set forth in WAC 180-79-065(3). [Statutory Authority: RCW 28A.70.005. 81-12-025 (Order 7-81), § 180-79-245, filed 6/1/81. Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-245, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-245, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-245, filed 5/26/78.]

WAC 180-79-250 Degree and preparation required for out-of-state candidates for initial certification. The superintendent of public instruction will issue an initial certificate on verification that the candidate meets relevant general and experience requirements for initial certification set forth in WAC 180-75-080, 180-75-085, and 180-79-115 through 180-79-125 and evidence of the following:

(1) Teacher. Completion of a state approved teacher education program and a baccalaureate degree from a regionally accredited college or university.

(2) Administrator.

(a) Completion of a state approved administrator preparation program in the appropriate endorsement area (superintendent, principal, or program administrator) from a regionally accredited college or university.

(b) Applicants for endorsement as a superintendent must hold a master's degree in a field related to educational administration and must have completed an internship or one year of experience as a superintendent as verified by the local district board of directors.

(c) Applicants for the principal's endorsement must hold a baccalaureate degree and must have completed thirty quarter hours (twenty semester hours) of graduate work applicable to a master's degree in educational administration and an internship under supervision or one year of experience as a school principal as verified by the district superintendent or his/her designee.

(d) Applicants for the program administrator's endorsement must hold a master's degree in a subject matter field or educational staff associate specialization and shall have served at least one year in a district-wide administrative role responsible for management of a program or special area of curriculum and instruction.

(3) Educational staff associate. Completion of a state approved preparation program in the respective educational staff associate field from a regionally accredited college or university and the following degree and licensing requirements:

(a) Psychologist. Provide evidence of completion of an approved/accredited master's degree in school psychology.

(b) Counselor. Provide evidence of completion of an approved/accredited master's degree in school counseling and guidance.

(c) Nurse. Provide evidence of completion of an approved/accredited baccalaureate degree in nursing with an emphasis in school and/or community health and licensure in Washington state as an RN.

(d) Communication disorders specialist. Provide evidence of completion of an approved/accredited master's degree program with a major in speech pathology and/or audiology.

(e) School social worker. Provide evidence of completion of an approved/accredited master's degree in social work (MSW).

(f) Occupational therapist. Provide evidence of completion of an approved/accredited baccalaureate program in occupational therapy and status as an occupational therapist registered with the American occupational therapy association.

(g) Reading resource specialist. Provide evidence of completion of an approved/accredited master's degree in the reading resource specialization.

(h) Physical therapist. Provide evidence of the following:

(i) A baccalaureate degree;

(ii) A certificate of completion; or

(iii) A master's degree.

The applicant must hold a current Washington state license as a physical therapist or a valid probational certificate. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-250, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-250, filed 5/26/78.]